

ipla

**Indiana Principal
Leadership Academy**
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IPLA

Indiana Principal Leadership Academy
A division of the Indiana Department of Education

SPECIAL EDITION

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Sept. 17	Group 39 Orientation
	Sheraton Indianapolis Hotel & Suites
Sept. 18-19	IPLA Academy Sessions (Groups 37, 38, 39)
	Sheraton Indianapolis Hotel & Suites
Oct. 15	Alumni Board Retreat
	Noblesville Forest Park
Nov. 20-21	IPLA Academy Sessions (Groups 37, 38, 39)
	Sheraton Indianapolis Hotel & Suites
Jan. 27-28	Alumni Winter Conference
2003	Sheraton Indianapolis Hotel & Suites

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or visit www.doe.state.in.us/ipla

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INSIDE

2-3
Winter Conference
Information and
Registration Form

4, 7
The Fine Arts
“Things” in Life...

5
Books for Leaders

5
IPLA Today!

5
Technology Tip

6-7
The Journey Toward
Continuous School
Improvement

7
Quote Corner

7
Where in the World



IPLA Welcomes a New Executive Director

Vince Barnes has been appointed as the new Executive Director of the Indiana Principal Leadership Academy. We are excited to have him join the staff of IPLA and IDOE. We hope that you will have an opportunity to meet him soon at your next IPLA event.

With seven years of administrative experience, Vince comes to IPLA as the former principal of Saint Matthew Catholic School and Holy Cross Central School. Vince is a graduate of Purdue with a B.S. in Management. He then received his education license and masters in administration from Indiana University, Indianapolis campus. Born and raised in Indianapolis, Vince currently lives in Lawrence Township with his wife, Michelle, and their daughters, Meghan - 6, Emily - 3, and Katie - 1.

With a strong background in brain research and its implications in the classroom, as well as his extensive work with successful staff development plans, Vince intends to continue the excellence of the Academy by building on its current strengths. Looking toward the future of the Academy, Vince hopes to aid the Academy’s growth to continue to be the best professional development opportunity offered to Indiana school principals.

We hope that you will join us in welcoming yet another great addition to the IPLA staff.

Great Opportunity for IPLA Graduates!

Professional Development and College Credits

IPLA is now offering graduates another opportunity to gain on-line professional development. Offered through Educational Impact – Staff Development for Educators you will receive access to hundreds of educational experts and practitioners, case studies of high performing schools, resource banks, and online libraries.

For a \$60.00 fee, you will receive access to this program for one year. During that time if you complete the Leadership Academy module you will also have the opportunity to apply for 2 hours of graduate credit through LaSalle University. To learn more about this program visit the Educational Impact web site at www.eionline.net.

If you are interested in enrolling in this program, please call Krista Rigdon in the IPLA office at 317-232-9004. The deadline to enroll is October 15, 2002.



January 27-28, 2003
Sheraton Indianapolis
Hotel & Suites
Indianapolis, Indiana



Roland Barth



Dave Emmert

- **Annual Breakfast**
- **Breakout Sessions**
- **Tech Room**

Please visit www.doe.state.in.us/ipla
 for the agenda after November 1, 2002



The Fine Arts “Things” in Life...

Continued from Page 4

awareness of the value of their programs for students, parents, and administrators; while administrators emanate an attitude that projects the value of the arts in the overall development and growth of students.

Indiana’s Academic Standards in Visual Art and Music, approved by the State Board of Education in 2000, can be found at www.doe.state.in.us/standards/standards2000_arts.html; and the new standards for Theatre Education will soon be online for public comment on the IDOE website at www.doe.state.in.us. A committee has been formed to write the state standards for dance education to be completed within one year.

I leave you with a message from the Arts Council of Indianapolis that summarizes the significance of the arts in our lives:

**SEE LIFE’S BEAUTY—THE ARTS CAN HELP
 COME TOGETHER—THE ARTS CAN HELP
 REFRESH YOUR SOUL—THE ARTS CAN HELP
 UNDERSTAND OUR WORLD—THE ARTS CAN HELP**

(References: United States Congress. (2001) (Subpart 15—Arts in Education, No Child Left Behind Act of 2001). Washington, DC: Author. CCSSO. (May 16, 2002). NEWS. Washington, DC: Author. Jensen, E. (2001). Arts with the Brain in Mind. Alexandria, VA: ASCD)

Journey Toward School Improvement...

Continued from Page 6

school improvement plan. This “support group” focused on building cooperation not competition, facilitated corporation-wide staff development opportunities, and improved curriculum articulation and alignment. The “Roundtable” will continue to meet this year as each school implements its plan.

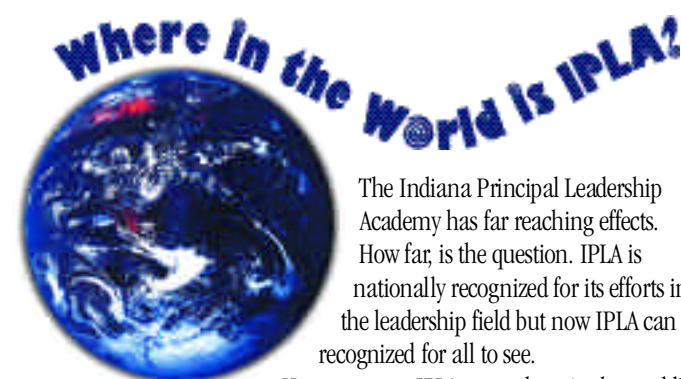
At the beginning of our journey, we invested a considerable amount of time and energy into people and processes first. As a result, the programs and products of our school improvement efforts will better serve our students, school team, and community. It is never too late for any educational leader to review school and staff development priorities, and as Stephen Covey says, put “first things first.”

(References: Covey, Stephen R., A. Roger Merrill, and Rebecca R. Merrill. First Things First. New York: Simon & Schuster, 1994. DeBono, Edward. Six Thinking Hats. Boston: Little, Brown and Company, 1985. Fullan, Michael. Leading in a Culture of Change. San Francisco: John Wiley & Sons, 2001. Johnson, Spencer. Who Moved My Cheese? An Amazing Way to Deal with Change in Your Work and in your Life. New York: G.P. Putnam & Sons, 1998. Lundin, Stephen C., Harry Paul, and John Christensen. Fish! A Remarkable Way to Boost Morale and Improve Results. New York: Hyperion Press, 2000.)

QUOTE CORNER

“ I long to accomplish a great and noble task, but it is my chief duty to accomplish humble tasks as though they were great and noble. The world is moved along not only by the mighty shoves of its heroes but also by the aggregate of the tiny pushes of each honest worker. ”

Helen Keller



The Indiana Principal Leadership Academy has far reaching effects. How far, is the question. IPLA is nationally recognized for its efforts in the leadership field but now IPLA can be recognized for all to see.

Have you seen IPLA somewhere in the world? If so, send us your photos today to Becca Lamon at IPLA, Department of Education, Room 229, State House, Indianapolis, Indiana 46204-2798.



Lloyd Booth, principal of the Chase Alternative Middle School in Gary, Indiana, and IPLA Facilitator on the Ward Team, spent a relaxing week in Jamaica earlier this year. Lloyd definitely had fun in the sun!



The Journey Toward Continuous School Improvement: People Before Programs - Process Before Products

By Bob McDaniel, Principal
Stony Creek Elementary School, Noblesville, Indiana

Two years ago the teachers and staff of Stony Creek Elementary School began our journey down the road to continuous school improvement. With the requirements of P.L. 221 as our road map and the North Central Accreditation model as our vehicle, we prepared ourselves for the long trip ahead. We didn't start out immediately gathering and analyzing school data. Several teachers, support staff, and the principal had just finished their first year in the school. Therefore, it was decided that the best first step would be to focus on team building activities that would help maximize the effectiveness of our efforts. Following some of the fundamental principles of IPLA, we choose people before programs and process before product.

The work ahead of us would require an understanding of the need for school improvement, knowledge of the process of change, open communications within and among committees and the entire staff, and individual and group task commitment. In addition, people needed to learn new ways to achieve group consensus as well as understand the importance of celebrating successes and having fun! To meet these primary goals, various staff development sessions were planned based on selected books to help us form our school improvement team: *Fish*, by Spencer Johnson; *Six Thinking Hats*, by Edward de Bono; and *Who Moved My Cheese?*, by Stephen C. Lundin, Harry Paul, and John Christensen.

First, put "people before programs." In Michael Fullen's book, *Leading in a Culture of Change*, he states, "...the single factor common to every successful change initiative is that relationships improve." Our school has started the last four academic years with a staff retreat the week before school begins to give us the time and opportunity to gather informally to meet new members of our school "family", share our summer experiences, and renew relationships. We use examples of IPLA's "Human Development Activities" (HDA) to help us get to know each other better and build our team spirit. By improving staff relationships, we were much more prepared as a group to work on the many new requirements of P.L. 221 and N.C.A.

A great example of how relationships can be improved to the point of creating a world famous organization is the story of the Pike Place Market in Seattle. The employees of this company, whose story is the basis for the book *Fish*, changed the way they looked at their job. As the book tells us, "When we choose to love the work we do, we can catch our limit of happiness, meaning, and fulfillment every day." After viewing a video based on the book during one of our retreats, the teachers and staff members shared in small groups ways we could use the main concepts of the program in our own organization. We discussed ways to "Choose Your Attitude," "Play," "Make Their Day," and "Be Present." There was even some throwing of fish (stuffed toys) to get everyone in a spirit of team collegiality.

Another important part of changing relationships and putting people first is helping improve the way a team thinks and acts. Teacher volunteers led the staff during a staff development session in Dr. de Bono's *Six Thinking Hats* concepts. They helped everyone understand how the effective use of the "thinking hats" could focus us more clearly on the act of thinking, lead us to more creative thinking, and improve our communication skills and thus our decision making abilities. We were able to incorporate these new ideas into the review and revision of our school's mission and beliefs statements.

Next, focus on "process before product." Before we could gather and analyze school data or write goals, interventions, and activities, we needed to understand and accept the changes that we faced with the new accountability expectations. During another staff meeting, a team of teacher leaders from our building shared the video based on the book, *Who Moved My Cheese?* The faculty learned about the different ways individuals could react to change. A person could deny and resist change, fearing that it will lead to something worse, or learn to adapt in time when he or she sees the change pointing to something better than the status quo. Learning to understand that change is inevitable, necessary, and ultimately beneficial for students and staff, we began our school improvement journey with a more positive attitude and renewed sense of purpose.

Even though school improvement plans and accountability laws are based on individual schools, a K-12 school improvement initiative has the best chance of being effective for all students over time. We were very fortunate in Noblesville Schools to have a school board and central office administrators who also were very committed to the school improvement process. A district "Roundtable" discussion group was formed with school improvement chairpersons (teacher representatives) and principals meeting monthly to share ideas, concerns, and needs related to developing each

(continued on page 7)

indiana principal leadership academy WINTER CONFERENCE

January 27-28, 2003
Sheraton Indianapolis Hotel & Suites
Indianapolis, Indiana

Name _____ IPLA Group Number _____

First Name for Name Tag _____ Position _____

Corporation Number _____

Corporation Name _____

Corporation Address _____

City _____ State _____ Zip _____

School Number _____

School Name _____

School Address _____

City _____ State _____ Zip _____

Phone _____ E-Mail Address _____

Home Address _____

City _____ State _____ Zip _____

IPLA Graduate & Current Participants

"Early Bird Special" Registration \$110
(Registration received on or before 12/1/02)

Regular Registration \$125
(Registration received after 12/1/02)

Total Amount Enclosed _____

Guest Participant (non IPLA Graduates)

Regular Registration \$125

Total Amount Enclosed _____

Please check method
of payment.

☐ Check # _____

☐ PO # _____

Registration Deadline is January 7, 2003 • No Refunds After January 24, 2003

Make checks payable to IPLA Alumni Association, Inc.
Mail registration form to: Greenwood Northeast Elementary School
c/o Troy Watkins • 99 Crestview Drive • Greenwood, Indiana 46143
Phone (317) 889-4080 • Fax (317) 889-4087



The Fine Arts “Things” in Life... Much More than the “Finer Things In Life!”

By Sarah L. Fronczek
Fine Arts Consultant, Indiana Department of Education

When President Bush signed the *No Child Left Behind Act of 2001* into law on January 8, 2002, arts educators rejoiced—the arts were named as part of the core curriculum! In addition to eligibility for federal funding to provide assistance for arts education, arts educators felt they had been elevated to a new level of respect.

The purposes stated in Subpart 15 of the Act—Arts in Education are:

- To support systemic education reform by strengthening arts education as an integral part of the elementary school and secondary school curriculum.
- To help ensure that all students meet challenging State academic content standards and challenging State student academic achievement standards in the arts.
- To support the national effort to enable all students to demonstrate competence in the arts. (United States Congress, 2001)

In this time of major educational reform and heightened accountability, I am appealing to the sensibilities of those who determine school curriculum. This is a passionate plea for a strong arts curriculum, because the arts themselves are the heart of what makes us most human and complete. Given the reality of strict budget and time constraints, the arts have been subject to reductions in some corporations. The long-term effect of this could be devastating in terms of our society as a whole. Allow your imagination to run wild and eliminate all in our environment that is aesthetic by nature. We take for granted the architecture that uniquely defines our skylines, the artwork

that personalizes our homes, the music that accompanies us through our daily lives, the dramatic ways in which we learn to present our ideas and communicate successfully, and the appropriate refinement of our bodies' movements in straightforward, dance-related forms. Humans are by nature artistic creations, and their expressions of life are filled with innate imagination and creativity!

As I write this, I have recently returned from the summer meeting of the Arts Education Partnership (AEP) in Chicago. The Council of Chief State School Officers (CCSSO) and the National Assembly of State Arts Agencies administer the Partnership under a cooperative agreement with the U.S. Department of Education and the National Endowment for the Arts. On May 16, AEP released Critical Links: Learning in the Arts and Student Academic and Social Development, a compendium reviewing 62 outstanding arts education studies accompanied by interpretive essays. The studies describe significant relationships between learning in the arts, cognitive capacities, and motivations that directly affect academic achievement and effective social behavior. “While many of us have known arts education enhances academic instruction, Critical Links is the first report of the hard evidence that supports this conclusion,” said United States Senator Thad Cochran (R-MS). “This will assist school boards, teachers, and administrators as they make choices about the curriculum and other opportunities our students should have.” (CCSSO, 2002)

As outlined in the CCSSO press release quoted above, important learning relationships are evident in the following major areas:

- Reading and language development
- Mathematics
- Fundamental thinking skills and capacities
- Motivations to learn
- Effective social behavior
- School environment

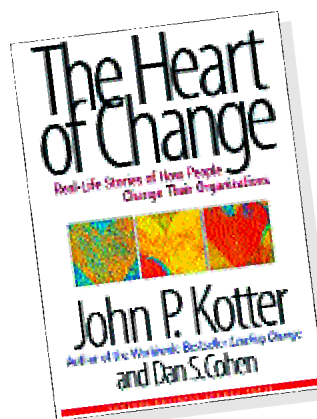
Specific transfer of learning in visual arts, music, drama, dance and multi-arts programs is detailed in “Figure 1. Compendium Summary: The Arts and Academic and Social Outcomes,” accessed by going to <http://aep-arts.org/PDF%20Files/CLOverview.pdf>. To view the compendium in its entirety and related resources, go to <http://aep-arts.org/>.

In *Arts with the Brain in Mind* by Eric Jensen, the author explores three major questions. “First, how do the arts stack up as a major discipline? Second, what is their effect on the brain, learning, and human development? Third, how might schools best implement and assess an arts program?” (Jensen, 2001, p. v) I highly recommend the book as a resource to teachers and administrators.

The belief in connections between fine arts and other academic areas is not a novel idea. In seeking evidence of this concept, more patience is required than what may be needed when considering more intensive study in language arts or mathematics and the resulting higher scores. Those outcomes can be more immediate, whereas studies pertaining to the influence of the arts are far more longitudinal in nature.

The responsibility for definitive impact of the arts in the academic curriculum lies with both administrators and teachers. Arts educators must continually evaluate the content of their courses, alignment with the standards, use of best practices in delivering instruction, utilization of appropriate assessment techniques, and accurate means of reporting progress. Accountability is essential to quality arts education. Arts teachers need to heighten

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The Heart of Change: Real Life Stories of How People Change Their Organizations

By John P. Kotter, Dan S. Cohen

In November of 2000 Kotter debuted his book entitled *Leading Change*.

In that book, Kotter outlined eight steps to help readers choose influential strategies for creating large-scale

changes in their organization and bypass ineffective practices. Amazon summarizes the thesis of Kotter's first book with, “the reason so many change initiatives fail is that they rely too much on ‘data gathering, analysis, report writing, and presentations’ instead of a more creative approach aimed at grabbing the ‘feelings that motivate useful action’.”

Following up his call to move past data and focus on feelings, Kotter has written *The Heart of Change*. This book shows what change can be like from the perspective of 100 different organizations that implemented Kotter's eight steps. In addition to being inspired by these well-written testimonies, readers will acquire practical advice about how Kotter's theory can work in their own situation.

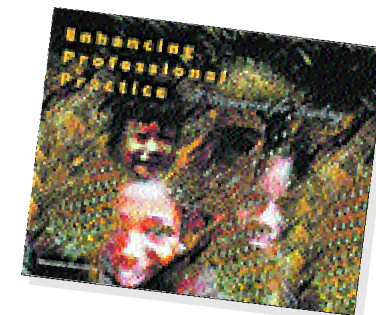


New Episode Coming Soon

ASAP - New Licensure Information - and More!

Enhancing Professional Practice: A Framework for Teaching

By Charlotte Danielson



Enhancing Professional Practice

is a straightforward guide to effective teaching written for a spectrum of teachers, including application for the novel and veteran teachers. Danielson defines a framework that is intentionally based on teacher attributes that the Educational Testing Service has determined most correlate with positive student performance. She summarizes the significant aspects of teaching with 22 components that are categorized into four interrelated domains. This book is a trustworthy tool for enhancing your professional development techniques and discerning great teachers. You will find Danielson's book to be a realistic means for improving your school.

TECHNOLOGY TIP

Teacher Take Home Privileges

Teacher Take Home Privileges are a little known benefit to many software packages that your school may own.

Check the site license agreement of your software or call the vendor to discover if this option exists on your school's software. This privilege allows teachers to have copies of software loaded on their home computer for planning, training, and preparation.

Often if a school or district has a volume license, that same number of educators may legally load the software at home. Inspiration and Kidspiration are two such programs that offer this benefit. What else could your teachers work with at home?